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AUTHOR Martin, Sabrina Budasi
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ABSTRACT

This teaching guide contains the materials required to teach the workplace English-as-a-second-language curriculum that was designed specifically for nonnative English speakers at a shirt and tie manufacturing plant in Kentucky. Developed through the efforts of a partnership involving the plant, the local union of needle trades and textile workers, Northeastern Illinois University, and Jefferson Community College, the curriculum is intended to raise workers' basic literacy skills in reading, writing, mathematics, problem-solving, and communication skills. The curriculum, which is based on the holistic, "worker-centered" approach developed by Paulo Freire, features activities based on the following methods: problem posing; language experience approach; role plays; total physical response; cooperative learning; and pairwork. The following topics are covered in the guide's eight sections: program objectives, goals, and staff; theory and philosophy; methodology; ideas for worker-centered activities; worker-centered teaching tips to maximize student participation; materials needed; evaluation; and thematic objectives and lesson ideas and activities for lessons on work issues and communication in the workplace, work forms, quality control, company rules, and health and safety at work. The guide contains 28 references. Appended are a list of vocabulary pertinent to shirt manufacturing and a 26-item list of resource materials. (MN)

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ED 426 196

English as a Second Language Curriculum Guide for The Apparel Group Ltd. • ENRO

1995 - 1996

• The Worker Education Program •
Chicago Teachers' Center of Northeastern Illinois University &
The Union of Needletrades, Industrial and Textile Employees
in partnership with
Jefferson Community College

Prepared by:
Sabrina Budasi Martin

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WORKER EDUCATION PROGRAM
THE CHICAGO TEACHERS' CENTER OF
NORTHEASTERN ILLINOIS UNIVERSITY AND
UNION OF NEEDLETRADES, INDUSTRIAL, AND TEXTILE EMPLOYEES

INTRODUCTION

The nature of work in the United States is changing rapidly. The interplay of global market competition, changing demographics, and the increased use of technology make it necessary for the U.S. to re-think, re-define, re-tool, and re-invest in education and the world of work. In order to compete in the new international market, the U.S. must upgrade the basic skills of its workers. Improving the acquisition of workers' basic skills would contribute to an enhanced workforce. A more educated workforce would have positive effects on the position of the U.S. in the global market and on increased profit margins for individual businesses. In addition, workplaces would be more equitable and competitive for workers, and worker participation in unions would increase. The National Workplace Literacy Program of the United States Department of Education sponsors grants which assist U.S. workers through comprehensive educational programs focusing on the provision of basic literacy and workplace skills training.

This program, now in its eight funding cycle, requires partnerships between businesses, labor unions, and educational organizations. The Worker Education Program sponsored by the Chicago Teachers' Center (CTC) of Northeastern Illinois University and the Union of Needletrades, Industrial, and Textile Employees (UNITE) has been funded by the U. S. Department of Education National Workplace Literacy Program for three grant cycles and was recently awarded a third. The Worker Education Program is one of fifty four programs funded in the U.S.

The program provides education and training to approximately 500 workers with labor contractual agreements with UNITE and who are employed in light manufacturing plants in the Chicago area, Louisville, Kentucky, and Cleveland and Cincinnati, Ohio.

The Worker Education Program's innovative partnership between business, union, and university is unique; the goal of the program is to prepare participants for the new challenges of work in an environment of constantly changing demographics, new technology, and the shifting global economy.

Profile of The Apparel Group Ltd. (ENRO)

ENRO is a shirt and tie manufacturing plant located in Louisville, Kentucky. It employs over 600 people full-time, who are members of the Union of Needletrades, Industrial, and Textile Employees.

The major departments include Raw Materials, Cutting, and Sewing. The Sewing Department is broken up into sub-departments: Parts, Assembly, Finishing, and Packing. Recently, the company began manufacturing men's ties. This division has its own Cutting, Assembly and Finishing departments. The company operates on a single shift from 7:00 a.m. to 3:30 p.m.

The participants in the CTC/UNITE Worker Education Program at Enro are limited English proficient adult immigrants primarily from Asia, Latin America and Eastern Europe. ENRO and UNITE initiated the Worker Education Program to teach English as a Second Language (ESL) and alleviate some of the language barriers. The program focuses on the workers' education and training needs in the workplace. Some personal literacy skills are also incorporated into the classes in order to assist the workers with the many facets of life in their adopted country.

Program Objectives

The objectives and activities of the Worker Education Program provide for an Advisory Board to monitor program activities which include: task analysis of job specific literacy needs, identification of adult students from ENRO, assessment of students' literacy needs, and individual educational plans for all learners. Courses are offered to raise workers' basic literacy skills in reading, writing, mathematics, problem-solving and communication skills. The attainment of these skills will ideally enable the workers to be promoted or to cope with the changing demands of the workplace. As workers' personal literacy and language needs are met, their self-esteem will be raised and their lives, as well as their job performance, will be enhanced.

Program Goals

1. to enhance workers' skills in the workplace;
2. to respond to individual learning needs of UNITE workers;
3. to focus instruction on workers' workplace educational needs;
4. to provide Adult Basic Education, English as a Second Language, Spanish Literacy, GED, Math, and Workplace courses to interested workers;
5. to assist workers to upgrade their skills for job stabilization and job promotion;
6. to assist and prepare workers to take an active role in their union;
7. to train adult educators to meet the diverse educational needs of program participants;
8. to create meaningful, relevant, and comprehensive curricula and materials for worker reflection and workplace advancement.

Program Staff

Under the direction of the Worker Education Program Staff, Jefferson Community College (JCC) of the University of Kentucky directly coordinates educational activities at ENRO. JCC employs a program coordinator and two ESL educational facilitators. All staff members have many years of teaching and administration experience in programs for limited English proficient adults. Most of the staff possess Master's Degrees in Adult Education, English as a Second Language, English, and other related disciplines.

THEORY and PHILOSOPHY

The UNITE Worker Education Program's philosophical approach is "worker-centered" and "holistic." "Holistic" means that all four language skills (reading, writing, listening, speaking) are taught in each class session. This approach is used because a learner who is limited to only one of these skills, may also be limited in his or her ability to function in the workplace and in society. It is effective because each of the skills reinforces the others; for instance, reading and writing often enhance speaking abilities. "Worker-centered" means that workers' needs and interests direct course content and materials selection and that maximum worker participation, cooperation, and initiative are encouraged.

The "worker-centered" or "participatory" approach links education to workers' social realities where they take an active role in their own learning. Teachers do not serve as problem solvers, rather they are problem posers. The responsibility of looking for solutions belongs to the workers which builds their capacity to solve problems and direct their future lives. Since this program was initiated by the union, and the union "is" the members, these classes belong to the members. This kind of ownership gives workers an active part in their own education, hones their decision-making skills, and builds their self-confidence, thereby enabling them to participate more fully in the workplace.

A teacher-centered approach, where teachers act as sole transmitters of knowledge and workers act as passive recipients, contradicts the worker-centered approach. It is important to encourage worker participation in all aspects of the program - from recruitment to evaluation, from curriculum development to program planning. In the UNITE Worker Education Program, workers are active in their learning: they set goals for themselves, track their own progress and become more aware of their learning process.

This approach was formulated by the Brazilian educator Paolo Freire, who viewed education as a tool for social change. Many community-based and worker education programs, such as the Consortium for Worker Education in New York, have successfully used this model for adult education. The Freire model states that students "view themselves...not as the objects of historic process, nor as the immutable and subjugated products of the wishes or imaginations of another set of men or women, but as the subjects of their own reality, the active agents of their own self-authorized existence" (Kozol, 1985). The Worker Education Program has implemented these ideas in the development of this Curriculum Guide.

METHODOLOGY

Explanation of the Curriculum

A 5-unit curriculum has been developed as a guide for lesson planning. The themes Work Issues/Communication in the Workplace, Health and Safety, Quality Control, Work Forms, and Company Rules. In addition to developing English language skills for the workplace, each of the five units incorporates topics and activities to improve other basic workplace literacy skills such as computation, critical thinking, problem-solving and team-building. The attainment of these skills will contribute to the enhancement of worker productivity and assist workers in coping with current and changing technological demands in the workplace.

This curriculum is a guide to lesson planning and topic development. It is not mandatory to use this curriculum for the entire 16 week module, nor is it necessary to cover the units in the order in which they appear. Objectives, language skills, and lesson ideas have been developed as resources. Suggested materials and activities are also included with each unit. An ENRO Vocabulary list can be found at the end of the guide.

As part of the participatory approach used in this program, students are encouraged to request additional topics of relevance to their lives and their jobs. Incorporating worker-generated topics and materials into the curriculum reflects a true worker-centered approach. Program Coordinators can provide materials and assistance in developing these topics.

Many practical workplace-specific materials have already been contributed by facilitators in the program. These materials have been collected into a binder, copies of which are distributed to newly hired facilitators as an additional resource. As the classes continue, additional materials and lesson ideas that come out of classes will be inserted into the binder. Therefore, it is vital that teachers keep records of what is covered in class. In this manner, the Worker Education Program has a "living" curriculum, one that builds, develops and grows as the program continues.

Worker-Centered Methods

In implementing a worker-centered approach, an eclectic teaching methodology is the most effective. Eclecticism allows educators to "cut and paste" from different methodologies, allowing students to benefit from the best of all worlds. Furthermore, visual, aural, and kinesthetic learners all have the opportunity to develop their skills. Some ESL methods which compliment the worker-centered approach include:

1. ***Problem-Posing*** (Freire, Auerbach, & Wallerstein)

   Problem-posing is useful for developing critical thinking skills. It begins by listening for workers' issues, or "critical incidents." Based on the listening, teachers then select and present the familiar situations back to the students in a codified form: a photograph, a written dialogue, a story, or a drawing.

Teachers then use a series of inductive questions which move the discussion of the situation from the concrete to a more analytical level. The problem-posing process directs workers to name the problem, understand how it applies to them, determine the causes of the problem, generalize it to others, and finally, suggest alternatives or solutions to the problem.

2. ***The Language Experience Approach (LEA)*** (Nessel, Dixon)

This method uses a holistic story-telling manner to teach literacy and English language skills. The instructional material is based on the actual words and language patterns of the learner. Its purpose is to show learners that their own words can be written down and read, to make learning meaningful and to build self-confidence. Based on a problem-posing session, class discussion, or shared experience, students dictate their story to the teacher, who writes it on the board. Students are free to make changes and corrections. The group then practices reading the story aloud several times, with help as needed, until the story is familiar. Comprehension is assured because the reading material is self-generated. The teacher types up the story for the next class session and uses it to reinforce language skills through activities such as cloze exercises, matching beginnings of sentences with endings, putting scrambled sentences in order, and other activities.

3. ***Student-Generated Dialogues & Roleplays***

The premise for using student-generated dialogues and roleplays is similar to that of LEA in that students learn words and structures that have meaning in their workplaces and in their lives. Student-generated dialogues and roleplays can be tailor-made to deal with specific communication problems both in and outside the workplace. They are an ideal follow-up activity to a problem-posing session as workers' solutions can be acted out. Using their own names and those of co-workers and supervisors helps bridge the gap between classroom simulation and real life situations.

4. ***Realia & Photographs***

The use of realia and photographs from the workplace is an excellent way to make learning meaningful and bridge the gap between classroom simulations and real life situations. They can be used in a variety of ways: to practice vocabulary, stimulate a discussion or problem-posing session, or for a TPR activity (see below).

5. ***Total Physical Response (TPR)*** (Asher)

This method involves oral/aural skills development. Using the imperative mode, the teacher gives the students spoken instructions. The students experience meaning and demonstrate comprehension through a physical response; for example, students are asked to pick up an object, point to a picture, turn off the

lights, or stand up. The theory behind this method is that students retain the vocabulary and structures through the physical action of completing the spoken task. TPR is particularly useful for kinesthetic/tactile learners (37% of adults) (Kinsella, Ashur), who learn best from "hands on" experiences. It is also beneficial to the teacher as a check of students' comprehension.

6. ***Cooperative Learning***

The premise behind this educational approach is that students can learn effectively in small groups, and that, while we learn only 20% of what we hear, we learn 95% of what we teach to others (Glasser). Cooperative Learning activities are structured in such a way that the success of the group as a whole is determined by how well students share their information with other group members. In these activities, students are accountable for their own and each others' learning, acquire effective interpersonal and team-building skills, and master content material. The role of the teacher is minimal in Cooperative Learning, making it a truly worker-centered activity.

7. ***Pairwork***

Like Cooperative Learning, pairwork is an effective way of maximizing student talk and minimizing teacher talk. Many useful and creative pair activities are described on pages 10 through 13. It helps students get accustomed to speaking with another individual, such as a co-worker, a supervisor, or an inspector.

Student-Generated Anthology

Writing is a central part of the Worker Education Program. Student writings are published in a Student Anthology. The Anthology is published every funding cycle and is a compilation of student-generated:

- essays
- drawings
- individual & group stories
- research projects
- word games and puzzles

These writings are the final versions of works produced after revising, re-writing, and editing. They are in the students' own words and phrases; any teacher-dictated "corrections" would affect authenticity. It is important to keep in mind that student works submitted for the Anthology are the products of the students' own editing and revising process.

IDEAS FOR WORKER-CENTERED ACTIVITIES

1. **50 Questions**: This activity puts the learning experience entirely in the hands of the workers. The process is as follows:
   - workers choose a topic they are interested in learning about, for example: health and safety at work;
   - the class brainstorms 50 questions on the topic, which are written on the board (for beginners, this could be done in the first language);
   - workers discuss which questions they think are the most important, or which ones they would like answered;
   - the list of questions can serve as the basis for curriculum and class activities. For example, the questions on health & safety can be answered by reading articles or listening to guest speakers. The workers can then use the information they have collected to create an informational brochure or wall poster.

2. **"Real Life" assignments**: Workers are given assignments such as calling in sick or reporting a problem to a supervisor at work, based on what is being done in class. Workers report back and discuss what strategies they used, what information they received, and what they could do next time to be more successful.

3. **Guest Speakers**: Contact program coordinators for "experts" on a topic students are interested in to arrange for guest speakers. Examples include job advancement, occupational health & safety, and bargaining agreement issues.

4. **Dialogue Journals**: Workers can have an on-going personal dialogue with the teacher through a journal in which they discuss their progress, their workplaces, frustrations, ideas for activities, or anything else they want to talk about. The teacher collects the journals, responds to worker's comments, and gives the journal back. This could go on for the entire course.

5. **Time Lines**: Ask a worker to draw a line on the board and write the important events of his/her life along the line, in chronological order. The events can be specific, such as his/her job history. The worker can talk about the events on the time line, or other workers can ask questions about it. Questions about pivotal events at work, previous training for certain skills, or changing attitudes towards work can serve as the basis for conversations or writing activities.

6. **Find Someone Who**: Create a questionnaire which asks students to identify someone in the class who corresponds to a characteristic of the questionnaire (i.e. works with plastic, has been working at the same place for 3 or more years, etc.) These characteristics may be compiled by the teacher in advance in preparation for the activity. Students circulate, formulating questions and writing down the name of a person who fits a given characteristic. This is a good activity for practicing question-formation on specific grammatical structures (i.e. "Do you work in assembly?") or vocabulary (i.e. questions about a specific topic such as health & safety or work).

7. **2 Truths/1 Lie**: Each students says three things about him/herself, two of which are true, the other a lie. The others try to determine which is the lie by asking questions. This is an excellent icebreaker for the first day of class.

8. **Line-Ups**: Many workers are tired in class after a day's work and sitting makes them more tired. Line-ups are a fun and instructive way to get students out of their seats and talk to each other. Students can line up in order of birthdate, assigned letter or number, or position on an assembly line. Students can also be given picture cards from a picture story and line up according to the order of a story or job procedure. At the same time, students are practicing asking questions to determine the order of the line-up.

9. **Picture Stories**: Job procedures or schedules depicted in pictures allow students to practice describing actions verbally. They are also very effective with literacy level students who have difficulty reading and writing job steps. Picture stories can be used for discussion, vocabulary practice, question/answer, line-ups, and many other oral activities. They are also useful triggers for writing exercises.

10. **Scrambled/Strip Story**: Stories written using the Language Experience Approach in class are separated into individual sentences or phrases. Each student is given a piece of the story and, as a group, they must put the story in a logical order.

11. **Conversation Matrix**: In this activity, students create a chart with their names at the top (columns) and question items, such as supervisor's name or position on assembly line, going down each row. Students circulate and ask each other questions in order to illicit information on each topic. The object is to complete the chart with information collected through these interviews, usually under a specific time limit.

12. **Concentration:** Students practice names of tools or other workplace items by using cards. All the cards are placed face-down and students take turns trying to match the picture of the object with its name.

13. **Information Gap:** In this pair activity, students are given the same text, such as a work order form, with each partner having different information missing. To successfully complete the task, the partners must share their information orally with each other. It is an ideal activity for practicing functions such as asking questions, asking for clarification, and confirming understanding.

14. **Spot the Differences:** Partners are given pictures or texts, such as a map of the factory or a picture of a finished product, which are similar but not identical. Without looking at each other's handout, they must determine the differences orally. This activity is useful for practicing vocabulary used for describing location and appearance, such as prepositions of place, colors, and other physical features.

15. **Johari Windows:** In pairs, students (**A** and **B**) complete a grid where the upper left square is designated **both A and B**, the upper right square is **A only**, the lower left square is **B only**, and the lower right square is **neither A nor B**. In each square, the pair finds out characteristics about each other, such as **A** can set up machines and **B** cannot, or, **B** likes math and **A** does not. The students note these characteristics in the appropriate box. his activity is used to practice question forming and conversation skills.

16. **Jigsaw:** Similar to information gap, this activity calls for small groups where each group member has a piece of information he/she must share with the others in order to complete the assigned task, such as job requirements, a workplace-related crossword puzzle, a work schedule, or a packing list.

17. **BINGO:** BINGO can be adapted to the workplace by using tools, actions, products, or departments depicted on flash cards or with realia. Each student receives a different BINGO board and marks the appropriate item as it is called out by the teacher or classmate. The first students who marks all the items in a row wins.

18. **Telephone:** This activity offers practice in retaining oral language. One student, or the teacher, says a phrase or sentence to another, who then passes it on to another, until everyone in the class has heard it, one by one. The last person to hear the "message" repeats it to the whole group. The goal is accuracy, however, the "message" usually has been distorted. This activity can be suitable for the workplace with "messages" such as steps in a job procedure, a company policy or rule, or a safety warning.

19. **Objects in a Bag:** Workplace realia is placed in an opaque bag. One student picks an item in the bag without revealing it to the others. He/she describes the item and the others must guess what it is, **or**, the other students ask yes/no questions and try to guess what the item is from the answers. This is an excellent activity for practicing workplace vocabulary and question formation.

20. **Recall:** Students view a variety of objects from the workplace. The items are covered and students must try to remember as many objects as possible within a time frame, such as 30 seconds.

21. **Scavenger Hunt:** Small groups of students are given lists of items in the workplace; each group may have a different list for a cooperative game or the same list if the game is to be competitive. The groups race to find all the objects on the lists within a certain time frame. The group that finds the most items within the designated time frame wins.

22. **Don't Get Lost:** Using maps of the workplace, pairs of students give directions to each other to different locations within the plant. This activity is an excellent way to practice giving and listening for directions and learning about the different areas in the workplace.

23. **Language Coaching**: Students can volunteer to help each other practice English at work. They can even write up some kind of a "contract" after negotiating the terms of the agreement. They can report back to the class on their progress.

24. **Oné-Minute Monologues**: Students write down 3-4 topics which they would like to talk about or would be interested in hearing others talk about. The teacher might give examples first, such as "what I like about my job", "my ideal job", "the Union", and others. The teacher compiles the students' topics and writes them down on separate strips of construction paper (they can be used many times). Students form groups of three, taking turns picking a topic and talking about it for one minute. The other two students listen and time the speaker. They can write down errors they hear and point them out to the speaker afterwards. The student can then try to correct the errors, or the other students can help. This is a good first step toward monitoring one's own errors and is great fluency practice.

25. **Debates**: This activity is great for practicing problem solving skills, expressing opinions and point of view, and developing teamwork. The class is divided into two teams and each team tries to persuade the teacher or the other team to agree with their point of view.

Some Worker-Centered Teaching Tips to Maximize Student Participation

• Use class activities which minimize teacher talk such as:

pairwork	small group work
dialogues & roleplays	picture stories
Cooperative Learning	LEA

• Pause 5 seconds to let students answer questions before providing the correct answer.

• Encourage students to try to correct their own and other students' errors, both oral & written, before giving the correct answer.

• Let individual students lead activities as much as possible by having *them* provide dictation, ask questions, call on others to answer, write answers on the board, and lead class discussions.

• Have students gradually take more responsibility for their own learning by:

-giving students options as to which particular activity, skill, or topic they would like to work on during at least part of the class session.

-letting individual students decide what and how much homework they are willing to do for the next class session.

-letting students decide what action they will take after a problem-posing session.

-getting frequent feedback about the class from students, both orally, in an informal group discussion, and in writing, from class/teacher evaluation questionnaires.

-asking students 1) how *they* see their own progress; 2) what they learned that day, and, 3) what they would like to work on the next time, giving them specific choices at first.

MATERIALS

Students should be encouraged to contribute many of the materials used in class, such as realia from the workplaces or pictures for a picture file. Program Coordinators may be contacted for workplace-specific materials such as:

- realia (safety equipment, work tools, work forms, time cards, paycheck stubs, training manuals, handbooks, etc.)
- newspaper articles
- films and videos
- company or union newsletter
- comics
- short stories
- pictures from magazines
- games (Bingo, cards, crossword puzzles and others)
- Worker Education Program Activities Binder

Teachers may choose from a variety of workplace ESL texts for student use in and out of class. Each student may receive one book. The choices are:

ESL Literacy, Longman

Working In English, Books 1 &2, Contemporary

Day by Day, Prentice Hall

Speaking Up at Work, International Institute of Minnesota

ESL for Action, Addison-Wesley

Reading Skills That Work &

Communication Skills That Work, Contemporary

Any other book titles can by requested by facilitators for program staff to order. Facilitators may utilize any materials in the program resource library, including over 300 titles, located in the Worker Education Program office at the UNITE hall, 333 S. Ashland, and the Resource Center at the Chicago Teachers' Center, 770 N. Halsted.

EVALUATION

Assessment

Assessment of language learners' knowledge and level of English upon entry into the program is critical for measuring the overall success of the program. The Basic English Skills Test (BEST) created by the Center for Applied Linguistics is used upon enrollment in order to give teachers a basic ideas of students' knowledge and to place students in the appropriate class. The BEST uses real life materials and measures performance of basic language competencies. All students are pre-tested with the oral BEST. Upon results of the oral component, they may be administered the BEST written section.

Students also complete a holistic writing sample where they attempt to describe their jobs in English or Spanish. The writing samples are given a numbered rating based on criteria described by Project EXCEL of the National Council of La Raza and Worker Education Program staff. In order to measure progress, students are post-tested with the BEST and holistic writing sample every 16 weeks.

Class Objectives and Student Progress Reports

Teachers design a set of objectives for each cycle of classes. These objectives are based on goals stated in the ENRO Curriculum Guide and adapted to meet students' educational needs. The Class Objectives are submitted by the second week of class for review by program staff. At the end of each course module, teachers submit Student Progress Reports which assess students' progress towards meeting the objectives.

Individual Educational Plans (IEP)

Each students is asked to identify his or her educational goals upon enrollment so that teachers can take them into consideration when developing class objectives. Every student is assured complete confidentiality of his or her Educational Plan, assessment scores, and all other evaluations.

Documentation

Program staff collect and maintain portfolios for each learner to be used in program evaluation. All work in the portfolio must be dated to note progress over time. The portfolios contain:

- formal and informal assessment results;
- records of attendance;
- Learning Enrollment Form (NWLIS);
- Individual Educational Plan;
- student progress reports;
- examples of the student's work such as essays and dialogues;
- any other language activities;
- Learner Assessment Forms (NWLIS).

Language Issues at ENRO

Thematic Objectives/Lesson Ideas/Activities/Materials Guide

THEME • Work Issues/Communication at Work

Goal #1: ***To understand implications of time in the U.S.; to learn what is a legitimate excuse for being absent or late to work.***

Sample Objectives:

- Call in sick.
- Speak directly to supervisors when calling in by telephone.
- Request written excuse from doctor if out more than three days.

Language Skills:

- telling time
- language for excuses for being late or absent (I'm sorry but... carpool, driver, sick/late; new bus/train schedule; moved, so got lost; car accident; I'm sick; my child is sick; I have to visit my child's teacher; I have to go to court, etc.)
- functions: apologizing, explaining, asking for explanations, giving reasons.

Lesson Ideas/Activities:

- practice time on clocks, worksheets
- practice time on schedules (work, bus & train to get to work)]
- information gaps, spot the differences on schedules
- find the best way for X to get to ENRO (bus, train, car)
- site explanation at ENRO
- discuss and/or map out daily schedule (time lines)
- brainstorm reasons for being late to work or absent
- dialogues, roleplays on being late
- discussion of whether excuses are legitimate or not
- compare/contrast reasons for being late or absent in students' native country & U.S.: weddings, funerals, sick child, etc.
- listening comprehension & discussion

Materials:

- realia: clocks, bus & train schedules, road maps of Louisville
- lists of being late or absent
- sample dialogues, role cards, pictures depicting situations for being late
- Lexicarry, p.129
- Picture Stories, p. 6 & 31
- More Recipes for Tired Teachers, p. 24
- Speaking Up At Work, p. 18-19, 112-117

THEME • Work Issues/Communication at Work

Goal #2 To understand pay, benefits, taxes

Sample Objectives:

- Identify base rate of pay and how it can be affected.
- Calculate piece rate.
- Calculate *odds* and *dozens* separately when filling out green slip.
- Identify "Comp Dent" benefits.
- Check pay check for appropriate piece rate, deductions, etc.
- Identify eligibility, requirements and procedures for receiving unemployment benefits.
- Say/write policy for holiday pay, must be present day before & day after.

Language Skills:

- money, percentages, decimals
- reading columns, paychecks & stubs
- if/then statements (If you work hard, then the rate of pay can increase.)
- functions: asking for information/clarification ("Excuse me could you tell me/explain to me..."); explaining a mistake specific language ("I'd like to cash/deposit my paycheck")

Lesson Ideas/Activities:

- number work, including listening comprehension-$,%, decimals
- report a mistake on payroll - reading of paychecks & stubs, discussion, role plays
- role plays: cashing or depositing a paycheck at the bank
- guest speaker: human resources representative, union insurance representative

Materials:

- realia: Paychecks & stubs, ENRO insurance benefits
- sample dialogues, role cards, deposit slips
- More Recipes for Tired Teachers, p. 95
- Speaking Up at Work, pp. 143, 50-56, 118-119, 133-135
- The Working Experience 1, chapter 6

THEME • Work Issues/Communication at Work

Goal #3 ***To understand work-related problems, communicate appropriate problems a work to appropriate person , and suggest solutions to problems at work***

Sample Objectives:

- Explain machine or equipment problems to supervisor or service person, (machine skips stitches, guide not working right, breaks thread, narrow folder causing run- offs etc.).
- Identify and explain problems with work and/or quality of product, (wrong ticket on bundle, hem cuffs not even etc.).
- Communicate with supervisor about problems w/co-workers in a role play.
- Identify reasons for grievances and correct procedures to file them.
- Listen and ask for clarification to supervisors' suggestions on how to increase productivity.
- Agree or disagree with various solutions to problems and state reasons behind decision (My machine is still not working because...).

Language Skills:

- simple present, present continuous, adverbs of frequency
- simple past and past continuous to describe a problem at work
- modals: can, could, should, must, might, had better, ought to
- filing a formal complaint in writing
- functions: expressing opinions, needs, wants; arguing; greetings, making suggestions, ("I think we should...", "Why don't we..." etc.)
- chart: at work, "How often do you...?" (sometimes, rarely, never, etc.)

Lesson Ideas/Activities:

- discuss a typical day at work and/or problems in the workplace; brainstorm problems; LEA & strip stories based on discussions
- problem solving & role plays on situations discussed: students provide solutions ("He should/could...")
- grammar exercises contrasting simple present, simple past & past continuous w/high frequency work problem verbs
- flash cards of verbs and verb forms
- dialogues & role plays communicating problems at work to supervisors, union stewards using present & past tenses
- written exercises on sample written complaints grievances: T/F & gap fills

THEME • Work Issues/Communication at Work

Lesson Ideas/Activities:

- sentence completions, vocabulary checks
- write formal complaints about a problem student has or had in the workplace
- suggestions box: students write suggestions to problems discussed above, put suggestions in box
- role play formal meeting w/supervisor to discuss solutions to a problem at work, using suggestions from suggestion box
- guest speaker: business agent or other union representative

Materials:

- grammar & clause exercises, flash cards on verbs & adverbs, handouts w/blank "partner fill-in" charts
- bingo game or concentration on irregular verbs (present/past)
- sample dialogues using functions listed & modals, list of work-related problems generated by students
- role cards, board, strip stories
- sample formal complaints & grievances, worksheets on these
- suggestion box, union contract
- blackboard, make a vocabulary list of high frequency verbs, nouns from brainstorm...
- "Waiting Time" section in union contract
- Picture Stories, #10, 15, 16 & p. 61 (wife in factory, husband at home)
- More Picture Stories, # 3
- 1000 Pictures, pp. 54-57
- Recipes for Tired Teachers, p. 95
- More Recipes for Tired Teachers, p.11
- The Working Experience 1, Chap. 2, 7, 13

THEME • Work Issues/Communication at Work

Goal #4 To understand rights of workers & the laws protecting these rights.

Sample Objectives:

- Identify labor laws in relation to break time (i.e. working through lunch & starting work before scheduled work time prohibited).
- State and write how and why union represents employees.
- State 5 workers' rights and how to take action when rights are violated.

Language Skills:

- negative statements
- specific vocabulary (union steward...)
- first & second conditionals (if...then...)

Lesson Ideas/Activities:

- introduce a problem via problem posing (reading, picture or roleplay), students interpret the problem. Then introduce information on workers' rights related to problem. Discuss.
- read excerpts of contract related to benefits/workers' rights
- comprehension questions on contract/benefits/ workers' rights
- union representative as a guest speaker to explain needs, wants & issues related to workers and how the union represents them

Materials:

- More Recipes for Tired Teachers, p. 18
- ESL for Action, Unit 7 & 8
- Grammar Work, bk.1, pp. 1-21, 58-71
- Union Contract

THEME • Work Issues/Communication at Work

Goal #5 ***Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product***

Sample Objectives:

- Identify how production (rate) at individual work stations relate to shipping out orders.
- State and identify different parts of the factory and how the different departments relate to one another.
- Identify aspects of work performed individually and how they a affect co-workers.

Language Skills:

- "when" + simple present
- 2nd conditional ("What would happen if...)

Lesson Ideas/Activities:

- problem pose a situation where one step in manufacturing process breaks down
- "Workplace Scattegories"
- invite plant manager or someone from personnel to speak about company products & manufacturing process
- tour of Enro

Materials:

- ENRO products at various stages of manufacturing, photos of different work stations
- Enro shirt diagram
- More Picture Stories, Unit 8
- Recipes for Tired Teachers, p.106
- More Recipes for Tired Teachers, p. 110 #7, p. 111 #1

THEME • Work Forms

Goal #1 ***To read and understand the forms used by workers on the job including basic weights & measurements.***

Sample Objectives:

- •Read & fill out insurance information, time sheets, accident reports, personnel update, company news, memos, piece work ticket, (bundle number, lot number, individual job code, size), W-2 form
- Write date with month first.
- Add, subtract, divide & multiply calculations related to pay.
- Read/interpret abbreviations on forms.
- Fill out an insurance form.

Language Skills:

- prepositions, nouns, verbs, adjectives & all other vocabulary
- columns, numbers, exemptions, dependents
- writing a check: writing numbers, dates, signature
- addressing an envelope to mail
- weights & measurement specifications on forms
- specific vocabulary & abbreviations: feet, inches, feet, by, lbs.; comparisons (longer than, too long, not long enough)
- math: fractions (one half, one quarter), decimals

Lesson Ideas/Activities:

- flash cards of abbreviations
- matching worksheets, pictures showing prepositions followed by TPR: following instructions with emphasis on prepositions
- "Spot the Differences" & information gaps on forms
- "29 Questions" on workplace realia
- sentence completion using vocabulary on forms
- "Concentration" (opposite adjectives)
- describe steps in job, BINGO, flash cards of symbols/abbreviations
- listening comprehension on number; "Buzz" game
- TPR: measure shapes of different sizes; read measurement specifications, say/write if too long, short, etc.
- grammar work on comparisons
- interviews/role plays talking with people in Personnel

THEME • Work Forms

Materials:

- flash cards, worksheets, workplace realia, work forms, handouts, strip stories, concentration cards, tape measures, envelopes
- sample interview dialogues, role cards
- The New Oxford Picture Dictionary
- Working in English, pp. 115-116, 118-122
- Speaking up at Work, pp. 20-30, 104-107, 162-164
- Grammar Work, bk. 1, pp. 82-91, bk. 3, 28-44, 49-56
- Recipes for Tired Teachers, p. 95
- More Recipes for Tired Teachers, p. 25, 71

THEME • Quality Control

Goal #1 ***To be able to name and demonstrate Quality Control checks and to report QC problem to and/or answer questions from machine operator, supervisor, or G person.***

Sample Objectives:

- Identify QC checks, (i.e. run-offs, blackened thread due to overheated machine, rips in fabric, skipped stitch, incorrect pieces).
- Explain how to check for quality flaws.
- List ten most common defects.
- Report bad work or defective machine to supervisor.
- Identify consequences of sewing bad pieces or using faulty machines.
- Identify the how product is affected by passing on poorly sewn work.
- Answer 5 questions supervisor asks about your work.

Language Skills:

- vocabulary for quality control checks & defects
- "There is/are problem(s) with..."
- This is/These are
- comparatives and superlatives
- too/too much/too many/not enough
- listening comprehension

Lesson Ideas/Activities:

- students check products, say whether good or not, which QC problem exists, if any
- TPR: hold up appropriate item, students name problem
- T/F questions on QC checks, written and oral
- dialogues, roleplays
- listening comprehension on QC dialogues

Materials:

- company's products, both good and defective
- QC checklists/reports
- Recipes for Tired Teachers, p. 78 & 95
- handouts of sample dialogues, roles, situations
- audio tape of sample dialogues
- Speaking up at Work, pp.. 97-103

THEME • Quality Control

Goal #2 ***To be able to order new parts from a catalog and respond to customer complaints about a product.***

Sample Objectives:

- Match out part numbers with appropriate catalog items.
- Order parts on the telephone in a role play.
- Identify reasons for rejected work or item.

Language Skills:

- reading catalogues, including #/letter codes
- conditional: "I'd like to order.."
- skimming and scanning for information
- functions: asking for clarification, giving reasons/explanations
- apologizing, promising (We'll send you..)

Lesson Ideas/Activities:

- practicing reading catalogues - information gap
- roleplay ordering a new part for a faulty machine on the phone
- task sheets to find specific parts in a catalog
- sample dialogues, written & for listening comprehension
- T/F Q's, close exercises on dialogues
- pair practice on dialogues
- roleplay customer complaint about a faulty product

Materials:

- catalogues, T/F Q's on specific info. in catalog
- sample dialogues & roles
- handouts tapes
- dialogues
- role cards, phone
- Grammar Work, bk 3, pp. 71-77
- Speaking Up at Work, pp. 91-96

Theme • Company Rules

Goal #1: To understand company rules and regulations

Sample Objectives:

- Read and fill out insurance information, time sheets, accident reports, personnel update, company news, memos, piece work ticket (bundle number, lot number, individual job code, size). W-2 form.
- Write date with month first.

Language Skills:

- reading comprehension of company rules; specific vocabulary
- modals (should , would, can , could, must) + simple form of verb
- present tense verbs
- simple past

Lesson Ideas/Activities:

- teach one rule a day; go over vocabulary with flash cards; use index cards for word order
- pantomime breaking a rule - which one?
- grammar practice on modals
- conversation practice w/modals in context of company rules
- grammar practice on present tense verbs
- conversation practice w/present tense verbs in context of company rules
- problem solving: How to avoid breaking company rules and what to do if you break them: discussion, dialogues, roleplays
- LEA based on discussions, dialogues & roleplays
- compare/contrast rules at company w/rules at former workplaces
- problem solving/discussion: Who benefits from these rules?
- compare/contrast rules w/work rules in native country; discussion: Where did the rules originate? Who mandated them? Do they still apply w/changes in the workplace?

Theme • Company Rules

Materials:

- index card with company rules
- flash cards
- index cards for word order
- handout: discussion questions
- handout: sample dialogues
- Grammar Work, bk 1, pp. 1-20, 58-71, bk 3
- Grammar Work, bk 3, pp. 81-95
- Grammar Work, bk 1, pp. 82-91, bk 3, 28-44
- ESL for Action, Unit 5, Lesson 1
- Lexicarry #129

Theme • Health and Safety

Goal #1 To understand company's health & safety rules & regulations

Sample Objectives:

- Identify company rules on prohibiting food and drink in work areas.
- Be aware of sewing finger and other occupational hazards.
- Identify importance of using needle guard at all times.
- Identify importance of wearing shoes at all times.
- Identify importance of fire drills.
- Identify importance of keeping machine area clean and clear.

Language Skills:

- reading comprehension of safety rules & regulations
- must/must not
- is/are to be

Lesson Ideas/Activities:

- teach one rule a day; go over vocabulary with flash cards; use index cards for word order
- for each rule, discuss consequences/implications
- problem solving, critical thinking
- dialogues, roleplays
- LEA based on discussion, dialogues & roleplays
- compare/contrast health care benefits in students native country at Enro
- close exercises on rules
- fill in blanks w/must (not), is/are to
- sentence auctions
- Tic-Tac-Toe w/these structures & health & safety rules vocabulary

Materials:

- company's safety rules & regulations
- flash cards, index cards
- handouts w/vocabulary, discussion questions, sample dialogues
- clause exercises, fill in blanks .
- ESL for Action
- ENRO Nurse
- Speaking Up at Work, pp. 70-72

Theme • Health and Safety

Goal #2 ***To understand danger & warning signs at company that indicate safety and health hazards in the workplace***

Sample Objectives:

- Identify importance of a well-lit work station
- Identify the hazards of working with high voltage electrical equipment
- Identify symptoms of carpel tunnel syndrome

Language Skills:

- reading comprehension of danger & warning signs; specific vocabulary
- there is/there are modals
- could, should, must, cause/effect
- if...then...would/could/should phrasal verbs (turn on/off, put on, take off, ...)

Lesson Ideal/Activities:

- take pictures of signs at company, identify labels from chemicals & hazardous materials used at plant
- have students copy signs on posters
- make flash cards of key words on signs and labels
- discuss reasons for signs and labels, consequences of not obeying them
- dialogues, roleplays
- LEA based on discussion, dialogues & roleplays
- grammar practice on there is/are, modals, cause/effect, phrasal verbs
- conversation & listening practice using these structures in health and safety contexts
- discussion and brainstorm health and safety hazards in the workplace (What would/will/could happen if...) & find possible solutions

Theme • Health and Safety

Materials:

- photos of signs; labels
- flash cards for phrasal verbs
- discussion questions, key vocabulary
- sample dialogues, role cards
- cards w/workplace hazards & solutions
- Signs at Work
- Speaking Up at Work, pp. 73-74
- Grammar Work, bk, 34-37, bk 3
- ESL for Action, Unit VI, attached pages
- More Picture Stories #5
- Recipes, pp. 87,95

Theme • Health and Safety

Goal #3 ***To understand employers' & employees' rights & responsibilities under Workers Compensation Laws as applied at Enro and to file a written complain about health and family hazard.***

Sample Objectives:

- Identify reasons for applying for Workman's Compensation
- Fill out a Workman's Compensation form.

Language Skills:

- specific vocabulary

Lesson Ideas/Activities

- roleplay dialogue between OSHA inspector and supervisor
- discussion & roleplay of employer's & employees' rights & responsibilities
- read & discuss articles on workplace accidents
- LEA based on readings, discussions & roleplays
- invite a guest speaker (from co. or union) to talk about health & safety in the workplace
- read sample complaintes on health & safety hazards
- flash cards & clause exercises on vocabulary & structures in readings
- writing practice: filing a written complaint about a health or safety hazard in your workplace (after discussion)

Materials:

- sample dialogues, role cards
- pre-reading vocabulary & questions, post-reading work on vocabulary & comprehension & discussion questions
- Working in English, chap. 14
- Enro Nurse as guest speaker

Theme • Health & Safety

Goal #4 ***To be able to call in sick/late and to both describe an ailment or repor an injury, accident or hazard to fellow worker or supervisor***

Sample Objectives:

- Verbally report safety hazards.
- Report illness or injury to supervisor immediately.
- Identify how company nurse can assist workers when injured on the job.
- Fill out an accident report with nurse and supervisor.

Language Skills:

- vocabulary: body parts, ailments, injuries, safety gear, equipment, tools
- simple past of key verbs: (cut, slipped, fell, etc.)
- past continuous; contrast of these 2 tenses
- when, should, should have
- function: calling in sick (specific language & vocabulary)

Lesson Ideas/Activities:

- label pictures of body parts, TPR "Simon Says"
- Concentration (present vs. past)
- flash cards-fill in the blanks exercises
- roleplay warning a fellow worker of a hazard
- discussion of safety gear needed at company
- dialogues, roleplays listening comprehension on calling in sick, visit to doctor for work-related injuries
- invite a guest speaker from the health clinic to discuss health & safety hazards, solutions, cures

Materials:

- Concentration cards
- handouts with discussion questions, sample dialogues, role cards, flash cards
- handout of safety gear vocabulary
- realia: safety gear
- Recipes, p. 9A & p.105
- More Recipes, p.6A
- Speaking up at Work, pp. 63-66
- Grammar Work, bk 1, pp. 76-81
- Working in English, chap 8

Theme • Health & Safety

Goal #6 ***To obtain prescribed medications from a pharmacy, read instructions, and fill out an insurance form for a work related ailment or injury***

Sample Objectives:

- Read and understand prescriptions and indications on medicine.
- Identify reasons to follow through on treatment.
- Fill out insurance form in 15 minutes with less than 5 errors.

Language Skills:

- specific vocabulary, filling out a form

Lesson Ideas/Activities

- roleplay going to a pharmacy to get a prescription filled
- read instructions on prescriptions, prescribed & over-the-counter medicines
- . on company's insurance forms: gap fills, T/F Q's, comprehension Q's, Spot the differences, vocabulary checks
- discuss work-related ailment or injury of a class member, then fill out an insurance form

Materials:

- sample dialogues
- handouts of specific vocabulary & abbreviations on prescriptions, sample prescriptions, realia: medication & instructions for common work related ailments & injuries, written exercises on these: T/F, comprehension Q's, fill in the blanks, vocabulary tests
- insurance forms used by the company, both blank & filled out
- handouts on vocabulary on forms, gap fills, T/F &
- comprehensions Q's, & Spot the different on forms
- Enro insurance benefit person as guest speaker
- Speaking Up at Work, pp. 133-135

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Appendix

THE APPAREL GROUP, LTD.
SHIRT MANUFACTURING

I. CUTTING DEPARTMENT [3 sections]

- A. Inspection — inspect for flaws
- B. Marking / Planning [4 operations]
  1. Create Model Master — input specifications into computer
  2. Order Enter — input components into computer
  3. Pattern Layout — pattern plotted onto paper
- C. Cutting [5 operations]
  1. Flotation Table Spreading and Cutting — vacuum system used
  2. Collar Pinning — patterned collars are pinned to insure balance
  3. Die Cutting — small pattern parts (collar, band, yoke) cut
  4. Bundling — cut parts bundled and coupons added
  5. Front Side / Center Front — ID (size, season, & style) stamped

II. SEWING DEPARTMENT [6 sections - 34 operations]

- A. Collars [10 operations]
  1. Collar Fusing — lining is fused to top collar
  2. Collar Running — bottom and top collars sewn wrong side out
  3. Turn / Press / Top Stitch — collar turned, pressed, stitched
  4. Attach Stays — blended goods-mylar stays; 100% cotton-removable stays
  5. Band Creasing — 2 collar bands fused
  6. Band Stitch — 2 bands are stitched to collar
  7. Button Hole / Button Sew — hole placed in band; button attached
  8. Collar Press — pressing machine creases, tacks and bonds collar
  9. Needle Notch — collar marked with needle hole for collar setting
- B. Fronts
  1. Top Centers — button hole strip on solid shirt machined; striped by hand
  2. Hem Front — 1 operator -2 machines
  3. Button Sew Front — machine with preset indexers that cross stitches buttons
  4. Pocket Set Front — computerized operation
  5. Button Hole Front — indexers place shirt in correct position; 1 op-4 machines
- B. Back [2 operations]
  1. Label Sew Yokes — manual operation at sewing machine
  2. Attach Yokes — yoke attached to back of shirt
- C. Sleeves [3 operations]
  1. Sleeve Facing — operator attaches facing to sleeve opening
  2. Sleeve Blocking — automation of triangle block on sleeve near cuff
  3. Button Hole / Button Sew — button sew first; button hole second on sleeve
- D. Cuffs [4 operations]
  1. Hem Cuffs — top cuff attached to non-fused lining; cuff is then hemmed
  2. Cuff Running — cuffs loaded into template; track machine sews and trims excess
  3. Turn and Top Stitch Cuff — operator turns and top stitches cuffs
  4. Button Hole / Button Sew — gauge places buttons, sews, marks hole, and cuts

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E. Assembly [8 operations]

1. **Shoulder Join** operator feeds front and yoke into folder which sews it
2. **Collar Attach** finds needle hole and sews collar onto top of neck hole
3. **First Sleeving** double needle stitches sleeve head to arm hole
4. **Second Sleeving** stitched down with a top stitch
5. **Double Needle Felling** closing up sides and sleeves of shirt by double needles
6. **Bottom Hem** bottom of shirt hemmed in manual operation
7. **Cuff Set / Sleeve Hem** cuffs set and attached or short sleeves hemmed
8. **Button Sew / Button Down** robotic technology

III. FINISHING DEPARTMENT [7 sections]

A. **Buck Press** Buck Press Machine presses collars flat
B. **Trim / Inspect / Prepare** shirt examined, returned or forwarded, and buttoned
C. **Folding** manual operation-collar over a folding block, shirt lined up on markers, & folded
D. **Final Inspection** operator package presses folded shirt with hand iron and collar inserts
E. **Assort** shirts assorted by neck and sleeve size; string tags attached; placed in poly bags
F. **Boxing** shirts boxed according to requirement, 1, 2, or 3 in a box
G. **Ship** boxed shirts truck loaded and shipped to Riverport Warehouse as finished goods

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